

CONCENTRATOR REPORTING OVERVIEW

Policy Citations

Carl D. Perkins Career and Technical Education Act of 2006 Section 113(b)(4)(C)(i-iv) requires local education agencies receiving funding to report disaggregated enrollment and performance data to the state/eligible agency.

Carl D. Perkins Career and Technical Education Act of 2006 Sections 113(4)(c) requires eligible recipients to report prepare and submit data regarding the progress of such recipient in achieving the performance levels of core indicators.

Carl D. Perkins Career and Technical Education Act of 2006 Section 122(c)(13)The state agency must ensure that the data reported from local agencies are complete, accurate, and reliable.

Carl D. Perkins Career and Technical Education Act of 2006 Sections 134(b)(6) “...support Career and Technical Education programs that provide services and activities that are of sufficient size, scope and quality to bring about improvement in the quality of CTE programs.”

April 23, 2007 Arizona Transition Plan for the Carl D. Perkins Career and Technical Education Act of 2006 page 31 states that the Career and Technical Education state staff will conduct Program assessment Reviews for secondary CTE programs. During the review, student transcripts as well as student standard tracking records may be examined to ensure accurate and reliable data. The state agency must ensure that the data reported from local agencies are complete, accurate, and reliable.

April 23, 2007 Arizona Transition Plan for the Carl D. Perkins Career and Technical Education Act of 2006 page 50 defines a concentrator as a student who: (1) has transcribed three or more Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program; OR (2) has transcribed two Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program, but only in those program areas where two Carnegie Unit/credit sequences at the secondary level are recognized by the State. In both cases the Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook. A student who leaves secondary education is defined as absent/status unknown, dropout, expelled or graduated.

EDGAR 34 CFR 80.40 requires that states monitor and report program performance.

Basic Grant Affirmation Affidavit Program and Fiscal Assurance Number 5: Eligible recipients will cooperate and participate with the eligible agency including compliance with timely and complete, accurate, and reliable data collections activities, monitoring, and reporting requirements.

Basic Grant Affirmation Affidavit Accountability Assurances: Failure by the LEA to make a good faith effort ... to submit accurate data reports on a timely basis or will risk an interruption or possible loss of all Career and Technical funding (State and Federal).

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) emphasizes state and local accountability. It establishes comparable student definitions and measurements for all CTE programs. Perkins IV legislation is based on expectations that student performance will improve each year. This improvement is expected in five core areas of emphasis, including

- Academic attainment
- Technical skill attainment
- Graduation rate
- Placement rate and
- Participation and completion of nontraditional programs

The State Board of Education approved a state accountability system that measures CTE program performance using a series of performance measures. The performance measures are based on the expectation that all programs have concentrators and placements on an annual basis.

The Arizona CTE performance measures are published annually in the **Secondary Guidelines for Performance Measures and Program Evaluation** at <http://www.ade.az.gov/cte/DIG/>. The expected performance level for each measure is negotiated annually with the Office of Vocational and Adult Education (OVAE).

This section of the Handbook is designed to help schools and districts:

- Collect and organize concentrator data and
- Report concentrator and placement records

All CTE concentrator reporting is submitted electronically. There are two methods of electronic submission including:

- Email attachment to CTEDataCollection@azed.gov (file attachment must be in ASCII text format:
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/CTEConcentrator.asp>
- Online Data Collection website: <http://www.ade.az.gov/PerfMeasures/splash.asp>
The online system requires a district to Login with a unique CTE-assigned UserID and Password to the Performance Measures system. The online data collection can be used to enter course enrollment, program enrollment, student concentrator and student placement data. **Online user manuals for concentrator data submissions are located at:** <http://www.ade.az.gov/cte/DIG/>



User Manuals

If you have questions, please contact the CTE Development and Innovations Section for assistance:

| | | |
|-------------------------------------|----------------|----------------|
| CTE Research Specialist | Steve Peterson | (602) 542-5357 |
| Secondary Accountability Specialist | Penny Legge | (602) 364-2470 |

Or contact the CTE Grants Management Information Systems Section:

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|-----------------------------------|--------------|----------------|
| Information Technology Specialist | Donna Kerwin | (602) 542-7881 |
| Education Program Specialist | Steve Saline | (602) 542-5566 |
| Administrative Services Officer | Jet Wilson | (602) 542-5486 |
| Enrollment Specialist | Della Hofer | (602) 542-5711 |